DOCUMENT RESUME

ED 171 183 HE 011 148

AUTHOR Jackson, Dorothy J.
TITLE Effectiveness of Training Institute for Women Administrators: A Preliminary Investigation.
PUB DATE Feb 79
NOTE 20p.; Paper presented at the Eastern Educational Research Association annual meeting (Kiawah Island, South Carolina, February 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Education; *College Administration; Conference Reports; Course Evaluation; Employment Opportunities; *Females; Higher Education; Longitudinal Studies; Participant Satisfaction; Professional Recognition; *Program Effectiveness; Status; *Summer Institutes; Womens Education
IDENTIFIERS *Professional Development

ABSTRACT

The effectiveness of a four-week residential summer institute, developed by the Higher Education Resource Services (HERS, Mid-Atlantic), the University of Pennsylvania, and Bryn Mawr College, to train women for administrative positions in higher education was assessed in a 1978 study and will be evaluated in a longitudinal analysis. The institute provides training in finance and budgeting, management and information systems, and understanding of governance and planning, and it provides practical experiences in administrative problem solving. Both qualitative and descriptive data are gathered each year at the conclusion of the institute. Participants in 1978 expressed a high level of satisfaction with the institute, and the results indicate it was an effective means of training. Women who attended the institute aspire to high level administrative positions and as a group are very career-oriented. Almost three-fourths of the participants presently have administrative responsibilities, and they attended the institute in order to advance personally and professionally and to acquire specific skills. Objectives of the longitudinal study and a brief review of reports on the status of women in higher education administration are presented. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED171183

EFFECTIVENESS OF TRAINING INSTITUTE FOR WOMEN ADMINISTRATORS: A PRELIMINARY INVESTIGATION

A Paper Presented at the

Eastern Educational Research Association

Annual Meeting, Kiawah Island, S.C.

February 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dorothy Johnson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 011 148

Dorothy J. Jackson

Higher Education Resource Services

University of Pennsylvania

Philadelphia, PA

Introduction

For a variety of reasons, women are underrepresented in higher education administration today. Inequities in position and salary persist for women faculty as well.

Aside from factors creating an overall pinch in academic positions, such as institutional financial problems and lower enrollments, some very specific barriers rise before women seeking administrative careers. There are few women in key decision-making posts. Women have few role models and mentors; they lack access to the "old boy" network aiding males in securing positions and advancing. Inability of decision makers, mostly males, to see the potential leadership in women and few opportunities for obtaining managerial training and experience are other reasons for this predicament. Lack of visibility, stereotyping and discrimination, fear of success and other socially induced self-perceptions are other contributing factors (Taylor & Shavlik 1977).

In 1976, Higher Education Resource Services (HERS, Mid-Atlantic), University of Pennsylvania, and Bryn Mawr College recognized the underutilization of talented women in higher education, both faculty and administrators, by developing an innovative four-week residential Summer Institute (S.I.) to train women in finance and budgeting, management and information systems, understanding of governance and planning, and to provide practical experiences in administrative problem solving. The Institute, entering its fourth year, has been operating on a self-sufficient basis since 1978. Seventy-seven (77) women participated in the 1978 program.

Each year, at the conclusion of the S.I., an evaluation is conducted. Different types of data, both quantitative and descriptive, are gathered in the evaluation to assess the effectiveness of the total program, to aid in program improvement, and to examine needs and concerns of a highly motivated group of women faculty and administrators desirous of improving job performance and increasing their opportunities for advancement.

Participants in 1978 expressed a high level of satisfaction with the S.I., and the results indicate it was an effective means of training. Women who attended the S.I. aspire to high level administrative positions and as a group are very career-oriented. Almost 3/4 of participants presently have administrative responsibilities. They attended the S.I. in order to advance personally and professionally and to acquire specific skills.

The S.I. is now entering its fourth year. It is appropriate at this time, therefore, to investigate the long term effects of training. At present the longitudinal study is in the design stage. The objectives of such a study are to:

- --learn how the S.I. management training has contributed to the professional development and advancement of the participants
- --determine what other factors influenced their success
- --identify and incorporate in training programs the organizational development strategies used by the participants to effect personal and organizational change
- --use the results of the study for S.I. curriculum improvement to more readily effect individual professional advancement
- --offer an organizational development program on a regional basis.

The purpose of this paper is to report the evaluation research that has taken place to assess the effectiveness of the S.I. with particular emphasis given to the 1978 study, and to introduce the preliminary investigation of the longitidinal study of four classes of highly motivated women in higher education administration today.

Review

Numerous reports have indicated the status of women in higher education administration has not significantly improved during the past eight years. The majority of women occupy the middle and lower ranks of the administrative hierarchy. The 1975-76 College and University Personnel Association (CUPA) Administrative Compensation Survey, for example, reported 79% of administrative posts were held by white men, 14% by white women, 5% by minority men, and less than 2% by minority women. The survey indicated the only position well represented by both sexes was the affirmative action officer, and furthermore males who occupied that position were better paid than their female counterparts (Van Alystyne 1977).

Some facts compiled on the status of women by the American Council on Ecucation (ACE) show that only five public coed institutions in the United States have women presidents (1976)--no gain since 1973. Women head 6% of our colleges, 75% of which are church-related. In 1976 only three of our colleges had black women presidents. There are no women deans in 33% of our colleges, and only 12% of the chief academic officers are women. Women comprise 5% of our chief business officers and 8% of our development officers.

Over the past few years there has been a decline in the percent of female fulltime instructional faculty. The proportion of tenured women faculty dropped from 44% in 1971-72 to 27% in 1974-75, while the proportion of tenured men only decreased from 59% to 57% (Kilson 1976). In 1976, 24.2% of faculty were women, most of whom were instructors and assistant professors (Vetter & Babco 1976). Furthermore, less than 10% of women faculty are full professors, while 24.5% of men faculty are full professors (Bayer 1970). Since the traditional route to many senior administrative positions persists in most colleges, women have limited access by virtue of their exclusion from tenure and the positions of department head, dean, academic vice president or provost.

According to the Association of American Colleges' Project on the Status & Education of Women, it helps to be an "old boy" (AAC 1979). Daniel Socolow conducted a study of job notices in THE CHRONICLE of Higher Education, which showed only 24% of the positions filled were filled by individuals who applied directly for a position without prior personal or institutional connections.

Some progress has been realized in advancing women in higher education. ACE's National Program for the Identification and Advancement of Women in Higher Education began in 12 states in 1977. By 1979 the program had grown to include 41 states with planning committees and state panels of senior men and women committed to the professional development and advancement of women in higher education administration.

A recent study to determine the career characteristics of women in policy-making positions in Pennsylvania colleges and universities was completed from surveys of women participating in the First ACE Pennsylvania Conference for the Advancement of Women in Higher Education (Moore 1979). Findings indicate that a larger percentage of women in top line administrative non-student affairs positions are advanced than women in student affairs positions. Ninety percent of them have been promoted from within their own institutions following the traditional route. It has been found

that personal sponsorship of a mentor is often important to advancement (Touchton & Shavlik 1978). Again, in this sample non-student affairs top line administrators had more mentors than those in student affairs. Women who have advanced in Pennsylvania seem to have backgrounds and personal experiences that parallel those of men.

Since many women are unable to follow the traditional path, new strategies for action are needed as well as the ACE approach. Changing attitudes of both men and women toward placing women in top level administrative positions could assist in promotion (Pfiffner 1972). Appointing women in significant numbers to senior faculty and administrative positions will help to create the hospitable environment necessary for the progress of other women (Shavlik 1975).

In the search process, job descriptions must be written in terms of competencies required rather than emphasis on the traditional experiences and training. Systematic goals for hiring and an active commitment by governing boards and chief executive officers are suggested as well (Hays 1978).

Women must seize the opportunity, formally and on the job, to gain required skills and experiences. Appointing a woman, for example, to an acting dean position provides the experience necessary to qualify for the final appointment. Women should become more actively involved in budgeting, participate in career analysis activities, create and maintain professional contacts and consider positions in different types of educational institutions (Hays 1978).

The literature shows a dearth of research on professional development programs for women in higher education administration. The many advantages of training programs designed specifically for women have been indicated in recent reports (Britton 1976, Brucker et al. 1974). Women have traditionally been overlooked in management training (Heinen et al. 1975). Such groups seek to solve this problem by encouraging women to exhibit leadership behavior and to supply a support system in order to create a new network of professional women. Also these reports have indicated that training has produced higher self-esteem as well as increased levels of confidence, skill, performance, and in some cases has led to promotions (Heinen 1975).

Kanter and Wheatley (1978), in an evaluation of five training programs funded by the Carnegie Corporation, indicate carefully selected senior women benefit from the prestige of being connected with prestigious individuals. Both formal and informal support systems are needed by persons to advance. Opportunities on the job for developing skills, gaining visibility, and demonstrating creativity and problem-solving ability are critical, as is access to information, senior networks and senior mentorships. Among Kanter and Wheatley's recommendations are specific skills training, network formation within geographic area (such as the HERS Mid-Atlantic projects and the ACE National Identification projects provide), and production of materials that may be used at other sites within defined areas. While women's networks are important, women must also have access to those persons (primarily still men) in decision-making positions.

Program Description

The S.I. is designed for professional women in higher education who wish to prepare themselves for further administrative responsibilities. Women participants represent all types of higher education institutions, and all regions of the United States as well as a number of foreign countries.

The goals of the Institute are to provide:

1. Intensive training, comprehensive and thorough understanding, rather than specialized knowledge
2. Better understanding of governance, planning, and the modus operandi of academic institutions
3. Practical training in administrative problem solving
4. Participation in a peer network extended through interaction with faculty and guest speakers
5. Supportive, stimulating environment in which to identify and energize career goals.

The program includes instructional units on: Academic Governance, Finance and Budgeting, Management Skills, Administrative Uses of the Computer, and Professional Development.

Academic Governance examines factors influencing policy decisions, nature of academic institutions, constituencies to which institutions are accountable and systems through which this is accomplished, and analytical frameworks through which questions can be approached.

Finance and Budgeting introduces financial statements, fund accounting and auditing, general accounting principles, budgeting - general procedures, planning and control, and strategy and politics.

Management Skills introduces basic management concepts, including motivation, organizational behavior, communication, team building, project development; staff development, supervision, hiring and firing, implementing academic policy; administrative operations and support; labor and government relations, and collective bargaining; and affirmative action.

Administrative Uses of the Computer introduces basic vocabulary and concepts; financial and personnel management systems and application; development of Management Information Systems; cost analysis; and hands-on use of the computer.

Professional Development explores the administrator's role; personal and effective leadership style; use of time; socialization patterns; development of mentor and support systems; and investment in one's career development.

Seventy-seven (77) candidates were enrolled in the 1978 class. Recruitment and selection of candidates take place throughout the year, beginning in December and continuing through mid-May, the date for submission of the application. A letter and brochure with application is sent to the Chief Academic Officer in all colleges. Advertisements appear in THE CHRONICLE of Higher Education, National Association of Women Deans, Administrators, and Counselors (NAWDAC) conference brochure, Women Today and so forth; and personal responses are mailed to individual inquiries. General promotion is conducted by HERS Mid-Atlantic and the S.I. staffs throughout the year at their other training seminars and at professional conferences.

Each candidate most submit an application for admission, including an essay discussing immediate and long range career objectives and ways in which the S.I. will assist in personal achievement. Letters of recommendation are required from the institutions' Chief Academic Officer and two additional references. On many campuses a pre-selection process operates prior to submission of the application for final decision by the S.I. Directors.

Methodology

Description of the Population

Seventy-seven (77) women comprised the class of 1978, with 73 responding to the evaluation questionnaire. They provided information on their current responsibilities, educational attainments, age and origin. Over 72% of respondents have administrative responsibilities, with more than 39% involved in teaching. The remainder are divided almost equally among program planning (16.4%), counseling/advising (12.3%) and research/evaluation (12.3%), with a small number in development, finance and other areas. Just under 50% possess doctorates, and 32.9% hold degrees beyond the bachelor's. Over 50% of respondents received their highest degrees in the 1970s. Seventy-one (71) percent of respondents are between the ages of 31 and 50, with the largest number in their thirties. Over 10% of respondents are of minority origin.

Respondents represent a wide range of institutions in terms of size, geographic location and type. Just over 60% of respondents come from universities, of which 52.1% are public. Slightly more than 1/4 are from four-year colleges, some with graduate programs and some without. The size of the institutions varies greatly, with an equal number of respondents coming from very large institutions (with more than 20,000 students) (28.8%) and from relatively small institutions (those with enrollments under 5000 (24.7%). Twenty-three (23) states are represented, one respondent is from Puerto Rico, six from Canada, and one from Great Britain.

The fee for the Summer Institute was $1500, including tuition, room and board. Over 80% of this year's participants were sponsored in whole or in part by their institutions, with 71.2% funded 100% and 9.6% receiving partial support. Of this funding, more than 60% came from central administration.

A number of factors influenced candidates' attendance at the S.I. They were: desire for personal and professional development (78.1%), and acquisition of skills in particular areas, such as Finance and Budgeting (64.4%), Management (35.6%), and Administrative Uses of the Computer (35.6%). In addition, 31.5% of respondents were influenced by the opportunity for access to peer and senior networking. Another 30% were influenced by their own personal motivation and choice.

Most participants (47.9%) had no hesitancies in attending; however, 28.8% reported a concern for the amount of time required.

As a group, respondents are highly career oriented, with aspirations of moving upward in administrative and faculty positions. Almost 58% aspire to senior positions (57.7%), such as Dean, Provost/Vice President (54.8%) and President (2.7%). At present, 41% of respondents are in positions that can be characterized as lower middle to middle level administrative positions, such as Director or Coordinator/Manager. Almost 25% of respondents are in faculty positions, 9.6% with tenure and 15.1% without tenure.

Respondents cited a variety of perceived obstacles to reaching their stated goals. These include: lack of experience (27.4%), the philosophy of their present institution (20.5%), and lack of education (19.2%). Almost 14% feel that personal/family or other responsibilities are obstacles which would interfere with reaching their goals. This response indicates personal and family situations must be considered one of the realities faced by women today despite their aspirations. Over 16%, however, perceive no obstacles to their advancement.

Design and Measurement

The goals and design of an evaluation of an instructional training program vary according to the type of program, the purpose(s) and intent. The main purposes of the 1978 S.I. Evaluation were to collect and analyze data in order to:

1. Aid in decision making about the total program as well as its various parts
2. Assist in program modification and improvement
3. Understand and rate the learning process
4. Assess effectiveness of training in terms of the S.I. goals and unintended outcomes
5. Gain new knowledge about women administrators.

The evaluation was intended to provide information for the decision maker(s) (primarily Co-directors and secondarily unit coordinators) who use the results for curricular improvement and for program and faculty modification. Items in the evaluation questionnaire were designed to identify how well the needs of participants were met and NOT to accurately measure specific knowledge and skill.

Most evaluations have some limitations or constraints. In this case, restrictions are imposed by the limitation of the formative evaluation design, that is, a post-test-only model without pretest or control group. The design was decided upon primarily by the key decision makers for a number of reasons. Securing a somewhat equivalent control group is not only extremely difficult, but also does not necessarily add to the validity of the results over such a short period of time. Also, specific measurement of knowledge and skill was not the goal of the training program or evaluation. Time limitations and an unclear picture of the purpose of a pretest were other factors influencing the choice of the evaluation design.

On the first day of the Institute, a one-page form asking participants for their pre-Institute academic and personal expectations was completed. Items requested responses concerning participants' knowledge, expectations and skills they feel are needed for their present position and future advancement. The data were summarized and used as a guide for teaching each unit.

A posttest questionnaire was administered the last day of the S.I. to collect quantitative and descriptive data from the participants and to solicit comments and recommendations for program improvement.

Items were designed to address the following outcome measures:

--Personal and institutional profile
--Attitudes, ratings and recommendations on:
  Quality of the presentation
  Readings
  Content and time spent
  Fulfillment of expectations for acquisition of knowledge and skills (academic and personal)
  Application of knowledge and skill to the job
--Method(s) of teaching (e.g., case study)
--Strengths and weaknesses
--Expected and unexpected outcomes
--Career objective statements
--Future application and training needs

The majority of questions asked respondents to reply on a Likert 1-5 point scale to indicate how they felt about various parts of the program (e.g., rate the quality of instruction, assess how well their expectations were fulfilled). Other items required circling the appropriate response(s) and offering comments and recommendations.

Relative frequencies, expressed in percentages, were computed for each item response in the questionnaire to help: 1) identify the extent to which the program conformed to goals and expectations, 2) assess data on other outcome measures, 3) determine any limitations and deficiencies. In addition, responses are summarized by grouping and combining percentages at both the high (4 and 5) and low (1 and 2) ends of the continuum to examine trends in the responses. A number of item comparisons are made to picture the relationship between and among the quality of the presentation, prior expectations, and ability to apply what is learned to the job.

Results

> "a fine intensive educational experience...it will have an impact on my life for a long time," "the Program reflected a masterful example of individualized education...stimulating enough to challenge, yet non-threatening to the least experienced."
>
> Summer Institute 1978 participants

Representative comments such as these reflect 1978 Summer Institute (S.I.) participants' feelings about the Bryn Mawr/Hers Mid-Atlantic managerial residential training program for women in higher education administration.

Significant Outcomes

About 2/5 of the respondents stated that they felt they grew either very much or a great deal as a result of the S.I. Another 2/5 indicated some personal growth, with 8.2% indicating they grew not too much, and 4.1% not well at all.

Participants experienced a number of significant outcomes. Among the four most significant expressed were: informal interactions with participants (65.8%), academic classes (53.4%), problem solving and management (46.6%), new perspectives on higher education (39.7%). Several comments addressed raising aspiration levels, getting validation from others, and an increased sense of self-worth. Two unexpected outcomes receiving the highest responses were new perspectives on myself (28.8%) and new perspectives on my career (28.8%). Slightly more than 60% of the participants felt good to very good about their experiences at the S.I., with 8.2% feeling fair and 1.4%, poor.

There was a very high level of satisfaction with the general administration of the program. More than 3/5 of the respondents indicated they were very satisfied to extremely satisfied with the facilities, organization, faculty and participant interaction. Data indicated a need for slight adjustments in the daily schedule.

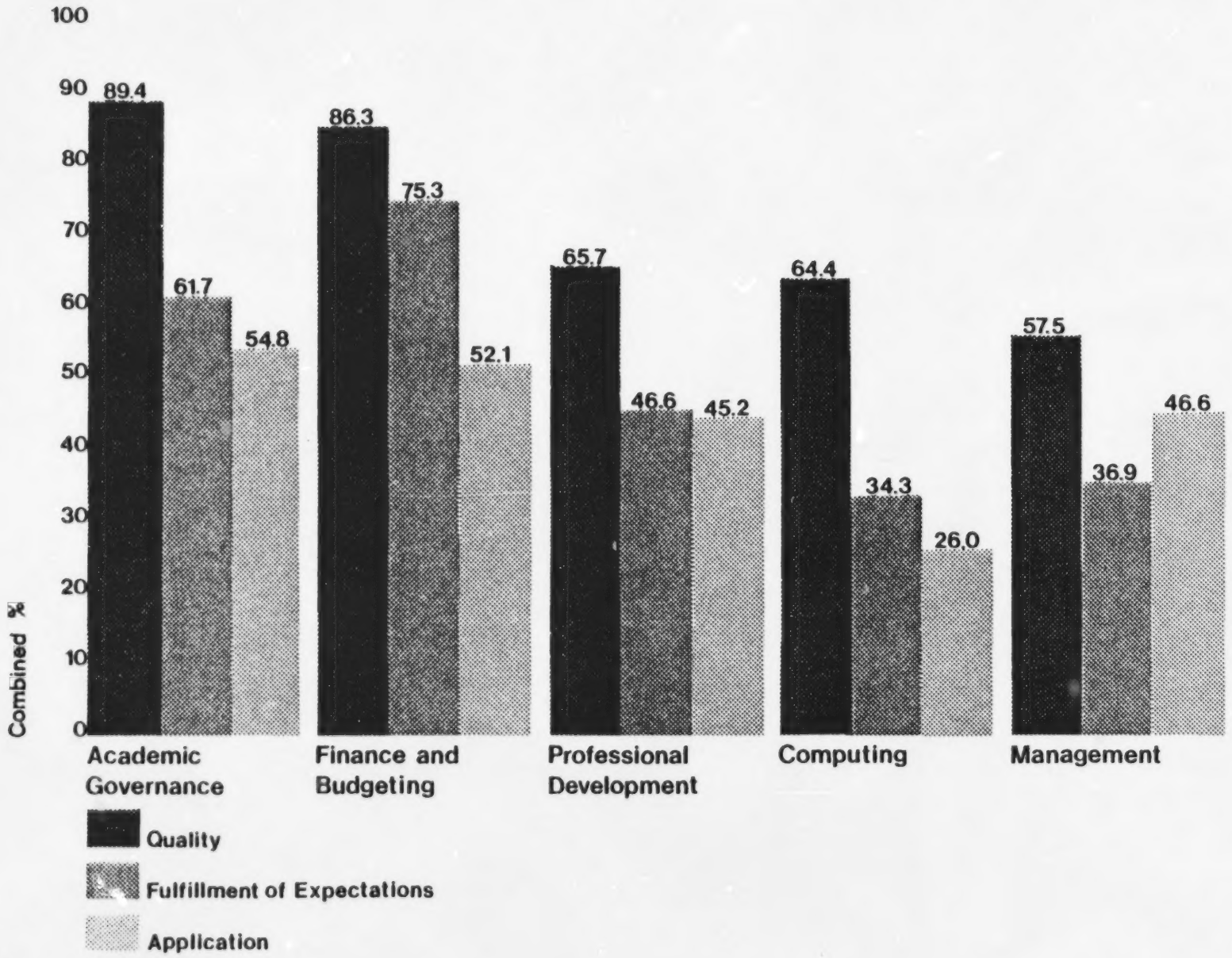
A variety of teaching techniques, such as lectures, panels, small group problem-solving exercises and case studies are utilized. Practical training is acquired through the case study method and through management and hands-on computer experiences. The case study method received numerous positive comments with approximately 60% of respondents feeling good to very good about this approach.

The strengths of the S.I. far outweighed the weaknesses. Five items were selected as strengths of the Institute by more than 3/5 of the respondents. Those items most noted as strengths are: special seminars requested by participants (68.2%), special speakers (63%), colleague interaction (61.6%), academic content (60.3%) and cases (60.3%). Of the items selected as weaknesses of the S.I., 1/5 or fewer of the respondents considered them such. Five of those items selected as weaknesses are: lectures (21.9%), role models (19.2%), faculty/staff interaction (17.8%), group work sessions (16.4%) and variety of programming (13.7%).

Quality of Academic Program

Respondents rated the academic units on three dimensions: the quality of the presentation, how the unit fulfilled their expectations for acquiring skills and knowledge, and how well they felt they could apply the training to their jobs. Each dimension will be discussed separately, then comparisons made between dimensions and among units. Possible reasons for the results and emerging patterns will be offered. Figure 1 depicts these three dimensions. Each percent on the graph represents a combined percentage of respondents' ratings of the units--very good and extremely good on a five point scale.

Figure 1
Respondent Overall Ratings of Academic Units by Quality of Presentations, Fulfillment of Expectations for the Acquisition of Knowledge and Skills, and Application to the Job



Quality

On the dimension of quality of presentation, the Academic Governance and Finance and Budgeting units received highest overall ratings (89.4% and 86.3%, respectively). Professional Development was rated good to very good by 65.7% of the respondents, Computing by 64.4%, and Management by 57.5%. Two units, Management and Computing, received poor to very poor ratings. Thirteen point seven percent (13.7%) rated Management poor to very poor, and 8.2% computing.

Readings for the units were rated good to very good by more than 60% of the respondents in the following order: Professional Development (80.8%), Management (69.9%), Finance (63%) and Computing (61.6%). The readings in Finance were considered only fair by 20.5%, and in Computing 28.8% rated them fair.

Four subtopics in Finance and Governance were rated extremely high. Rated good to very good were Accounting and Financial Analysis by 93.7% and Economics of College and University Finance by 94.6%. Also receiving high ratings were: Who Are the Decision Makers/Constituents (87.7%) and Leadership Styles/Roles/Power (82.2%). One subtopic, Finance and Budget, was rated poor to very poor by 28.8% of the respondents with an indication that the faculty teaching this section should be replaced.

Respondents indicated that the quality of presentations in the Professional Development unit varied widely. More than 90% of respondents ranked the policy issues discussions by presidents good to very good. They expressed a desire to hear more in terms of content and time on this subject from these successful senior people. Topics on career mapping, planning and resume counseling received high ratings also. Some of the special interest panels receiving lower ratings will be eliminated.

The Management unit received the lowest overall rating. However, three of the subtopics, Managing the Non-Academic Side, Conflict and Grievance and What Is Management, were rated good to very good by a large number of respondents (between 52-96%). Up to 1/4 of the respondents ranked three of the subtopics, Job Design, Control Systems, Organizational Design, poor to very poor. These data aid the decision makers in substantiating the need for a new unit coordinator and replacement of some faculty. Respondents indicated this section needs to reflect more accurately the daily work that comes across the desk of an academic administrator.

The overall rating of the Computing unit was second to the lowest. Between 12-16% of respondents ranked three subtopics poor to very poor. However, three subtopics, Administrative View/FIND, Transaction Processing and Hands-On/FIND, were rated good to very good by a large proportion of the participants.

Expectation

The women had a number of expectations for acquisition of skills at the Summer Institute. Finance and Budgeting (64.4%), Management (35.6%) and Uses of the Computer (35.6%) were ranked the highest. Three other factors were: hands-on experience in computing (26%), acquisition of skills in professional development (24.7%) and acquisition of skills in governance and collective bargaining (21.9%).

Fulfillment

Respondents rated to what extent their expectations for acquisition of knowledge and skills in both academic subjects and personal areas were fulfilled. Their expectations were fulfilled very well in the areas of Finance and Budgeting (75.3%), Academic Governance (61.7%) and Professional Development (46.6%). Almost 37% felt similarly about Management and about Computing (34.3%).

Regarding personal items, more than 40% indicated their expectations for acquiring knowledge and skills were fulfilled very well in the areas of self-confidence (42.4%), peer networking (41.1%) and personal female role models (41.1%). The categories of professional and personal female role models were rated on both the high and low ends of the continuum, with numerous respondents reporting these were never expectations for them.

Application

One of the purposes of training and professional development is for the trainee to apply skills to her job. Respondents' rating of the academic units indicated how well they felt they could apply to their job what they learned. Respondents rated each unit very well to extremely well overall as follows: Governance (54.8%), Finance (52.1%), Management (46.6%), Professional Development (45.2%) and Computing (26%).

Comparisons

Consistent patterns emerge in the Computing, Finance and Budgeting, and Professional Development units. In the Computing unit, relatively low ratings on quality of presentation, fulfillment of expectation of acquiring skills, and application to the job are apparent. Additionally, the percentage point differences between quality and expectation, and quality and application (Figure 2: Graphs 1 and 2) are the highest of the units (30.1% and 38.4%, respectively).* A consistent pattern also appears with Finance and Budgeting receiving a high rating on quality and the lowest point difference between quality and expectation for acquiring skills (11%). Professional Development consistently takes a middle position on most item ratings.

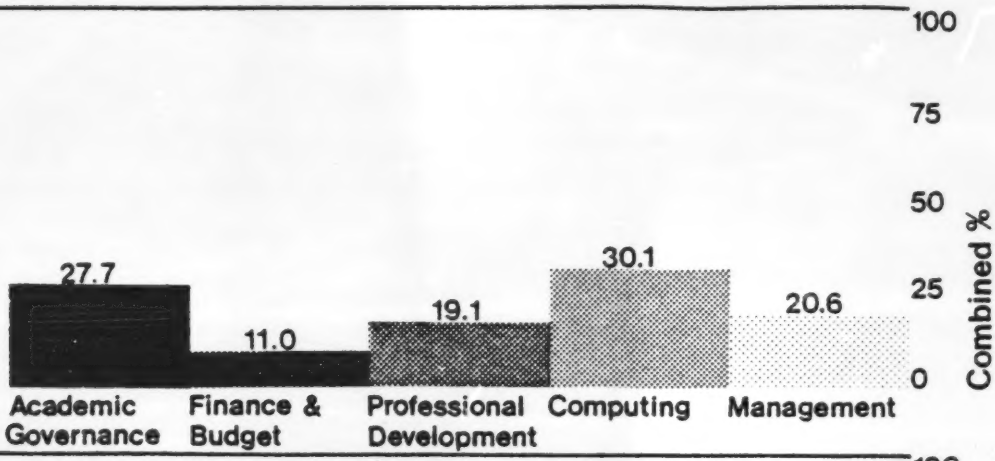
While consistent patterns can be seen in the Academic Governance and Finance units, inconsistent patterns appear as well. On the fulfillment dimension for acquiring skills, Governance is ranked second. However, the percentage difference between quality and expectation is second highest (27.7%), as is the difference between quality and application to the job (34.6%). Finance shows a similar pattern on quality and application with a 34.2% point difference, and a 23.2% difference between fulfillment and application.

A number of points can be made concerning the consistent and inconsistent patterns in Governance, Finance, Computing and Management. Although one may have expected high ratings on all dimensions as a result of high quality presentations, there appear to be some unexplained exceptions.

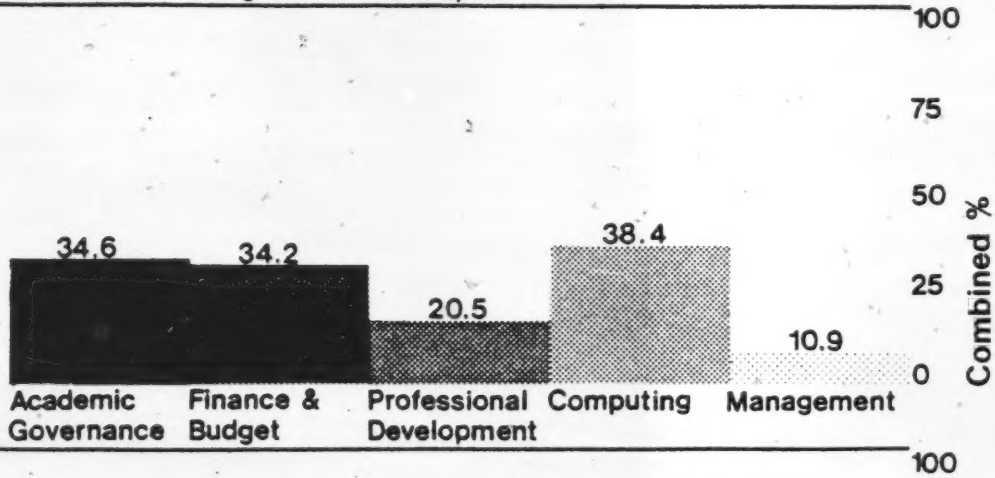
*The value of 30.1%, Graph 1, for the Computing unit was determined by calculating the difference between the overall quality rating for that unit of 64.4% and the overall fulfillment of expectations rating of 34.3%. The larger the percentage point difference, therefore, the greater the gap between the two dimensions being compared.

Figure 2
Comparision of Percentage Point Differences Between Quality, Fulfillment of Expectations, and Application within and among \cademic Units

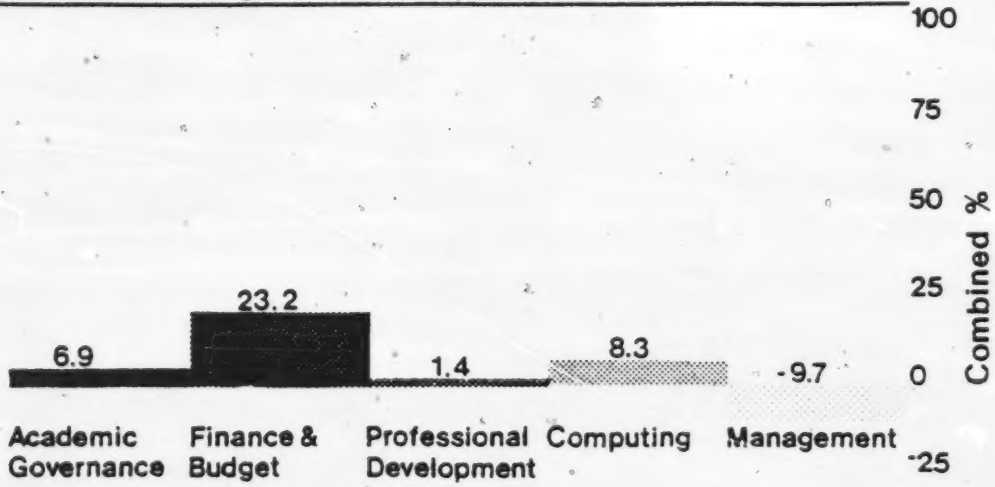
Graph 1:
Quality and
Fulfillment of
Expectations



Graph 2:
Quality and
Application



Graph 3:
Fulfillment of
Expectations
and
Application



In analyzing responses to the Finance unit, participants may be expressing a certain anxiety toward financial and math-related activities. Likewise with Computing. Even though data on the Computing unit indicate a need for improvement, one factor influencing poor ratings may be related to lack of prior training and job experience in this field.

Knowledge and skills in Governance may be more elusive and nebulous than a specific financial skill. Perhaps more concrete examples and exercises are needed on such topics as who are the decision makers and constituents and how the administrator may use analytical frameworks for approaching and answering governance questions.

Skills in the management area seem to be more easily applied, next to finance and governance, despite the low rating on the quality of the presentation. Also it is interesting to note that respondents gave a higher rating to application than to fulfillment of expectations (-9.7%, Graph 3).

One might speculate that participants would be able to more easily apply learning in areas where they are presently working and have a certain amount of experience and self-confidence. Since the Management unit shows the narrowest margin between quality and application, this may indicate what was learned can be more easily applied to those management positions that some respondents currently hold. With improved instruction and curriculum revision, it might be expected that application of skills might be even further improved.

Summary and Discussion

The Summer Institute has trained 209 professional women in higher education to date (77 of whom were members of the 1978 class) in order to prepare them for further administrative responsibilities that require both the effective and creative use of existing talent and the acquisition of new skills. More than 60% of this year's respondents felt the experience the S.I. provided was very worthwhile.

More than 40% reported they experienced academic and personal growth and gained new perspectives on themselves and their careers, learning how to recognize the skills and experience needed to advance. Over 70% expect to use what they learned at the S.I. in performing on the job, seeking new responsibilities and advancing their careers. They cited a number of significant experiences, such as informal interaction with participants (65.8%), academic classes (53.4%), problem solving and management experiences (46.6%), new perspectives on higher education (39.7%) and computer skill experiences (34.2%).

Generally, with some minor exceptions, the 1978 S.I. provided the educational and personal experiences that enabled the program to fulfill its stated goals. Intensive training and comprehensive presentations were provided throughout the Institute. All the academic units had some sections that were well rated. Participants improved their understanding in most areas. Learning took place in a supportive, stimulating environment where self-confidence, independence, leadership and risk-taking behavior increased. Practical training in administrative problem solving was well substantiated, particularly with the high ratings of the case study method of learning. Some revisions on particular cases would contribute to even higher goal attainment. The concept of peer networking was introduced early in the program; and although evidence indicated that networking increased during the period of training, almost 20% felt their expectations in this area were not

well fulfilled. To help enhance and maintain participation in a peer network, HERS Mid-Atlantic publishes a quarterly newsletter, NETWORK, which is sent to all S.I. students, faculty, staff and resource persons.

In conclusion, a number of recommendations based on the evaluation results can be made to improve training and to enlarge the professional opportunities for women in higher education.

Improvement in the academic units can be realized with some minor revisions. In Governance, slight variations in scheduled presentation, points of view, and specific examples for using and applying analytical frameworks in which to answer governance questions are recommended. Readings on organizational decision making, models, structures, power and influence should be assigned. Each participant's math, financial and data processing knowledge and experience should be determined prior to arrival. Special attention may be needed for those with little experience in these areas. Instructional processes to aid in applying financial and data processing skills to one's job are of high importance, too.

Study of the entire financial planning, modeling and management information systems (MIS) sections of the curriculum is needed, especially the financial planning model, itself, its content, how it is introduced, integrated and implemented. Using a "model" with fewer variables may be advisable. The lecture(s) and workshops given to prepare students for the concepts of MIS, financial planning and modeling are extremely important.

Some faculty should be replaced by mid level managerial practitioners who possess a broad user perspective. These "non-technical" administrators, having experimented with a number of financial models in implementing long range financial planning to their operations, possess the necessary knowledge, understanding and experience for teaching this difficult subject. As potential S.I. faculty, they should have a thorough understanding of the class members' backgrounds in data processing and a sense of their anxiety on this topic.

New faculty in management, some of whom are practicing administrators, should be secured. The lectures and workshops should more appropriately address: 1) leadership styles, 2) personnel management, 3) psychological and sociological aspects of motivation, and 4) communication. Goal setting, planning and time management are other topics worthy of inclusion. Those aspects of management that interrelate with administrative uses of the computer and professional development should be integrated.

Careful consideration to minority issues and their impact on higher education is needed. Active recruitment of minority faculty and students should be considered. Provision of scholarships, contacts with black colleges and cooperation with minority special interest groups would help facilitate this process. HERS Mid-Atlantic's minority Advisory Committee members and former S.I. minority participants could become actively involved in the recruitment and selection process.

Longitudinal Study

In the long run, one might ask what effect professional development activities such as the S.I. have on increasing the total number of qualified women administrators in higher education.

Assessment of the effectiveness of the S.I. has focused on a formative evaluation at the conclusion of each summer program. Data collected each year have been used to improve the Institute to more closely meet the needs of future women participants. A longitudinal study is needed now to assess long term training results, and identify and design new strategies for advancing women administrators. Some key questions the study is investigating are:

1. What are the immediate and long term effects of this training?
2. Does training contribute to job enrichment, job mobility and advancement?
3. What have been the career paths of these women participants?
   a) What other variables influenced their career development and advancement?
   b) What specific barriers impeded their advancement?
4. What strategies were employed for organizational development and change?

The goals of the study are to: 1) improve training program(s) that incorporate proven components instrumental to professional advancement at the S.I. and on campuses in different regions, 2) test organizational development strategies to effect personal and organizational change, and 3) increase number of qualified women able to advance.

Beginning with the class of 1979, each group will be pre- and posttested. A formative evaluation of each class will be conducted simultaneously with the "time series" longitudinal study.

A number of surveys will be conducted. A pre-sample survey (N=30) of past S.I. participants is under way to aid in the design and intrumentation of the study. Key criteria for outcome measures and strategies will be sought. The final form will be used to survey the entire population. Selected colleagues, supervisors and former S.I. senior faculty will be surveyed as well. From the results of the survey, organizational development and change strategies will be developed and incorporated in the S.I. and in workshops to be offered on regional campuses. Formative evaluations of all training events will be ongoing.

Three key variables of the longitudinal study are effectiveness of training, advancement and job enlargement. Components of the effectiveness scale include pre- and post-S.I. measures of: job responsibility and performance; application of training to the job; job related experiences (e.g., chair of committee, task force, consultant, program developer); supervisory, financial, decision-making responsibilities. It will be determined to what extent training has contributed to job advancement and to what extent other variables (e.g., demographic factors, male and female mentors, personal characteristics, motivation, aspiration) have contributed as well.

Significance

The S.I. provides a unique model of instruction designed to increase the quantity and quality of women administrators in higher education. Senior men and women in decision-making positions teach in a supportive, stimulating environment in which participants identify and energize career goals and develop continuing information networks. Data from S.I. evaluations and reports on other training programs support the effectiveness of training designed specifically for women.

The evaluation has increased understanding of the nature of training needs for women administrators. Data being compiled from the longitudinal study will begin to indicate the effectiveness of training and networking over a three- to four-year period and to depict the career paths of women administrators in institutions of higher education.

Undoubtedly, other factors in addition to training influence women's advancement in higher education. We know that many barriers still exist to impede their progress. Other approaches concomitant with the Summer Institute training are needed. The longitudinal study, however, will uncover strategies employed by successful women administrators that can then be incorporated into professional development programs useful to administrators, researchers, training personnel and others committed to advancing women.

Commitment to action by more senior administrators, such as Garry Hays, Chancellor of Minnesota State University, is requisite. He proposes that institutions establish more formal and informal ways to prepare women for high level positions through training, establishing support systems and appropriate job experiences. Recently, three senior vacancies in his institutions were filled by women candidates all extremely well qualified for the positions. One unsuccessful woman candidate was offered another top level position in the system later in the year. In order to bring women into administrative positions in higher education, a similar commitment to action on the part of all institutions, faculty and administrators is essential.

References

Association of American Colleges, Project on the Status and Education of Women, Newsletter, No. 22, Winter 1979, Washington, D.C.

Bayer, A. & Astin, H. "Sex Differentials in the Academic Reward System." Science, 1975, 188(May), 796-802.

Britton, V. & Elmore, P. Leadership & Self-Development Workshop for Women: A Research Report. Paper presented at the annual meeting of the American Personnel and Guidance Association, Chicago, April 1976.

Bruker, R. et al. "The Role of Women in Management in our Profession -- Three Points of View." Journal of the American Association of Collegiate Registrars and Admissions Officers, 50(1) 1974, 46-59.

Hays, G. D. "Strategies for Advancing Women in Higher Education." Project on the Status and Education of Women Newsletter, Association of American Colleges, September 1978.

Heinen, J.S.; McGlauchlin, D.; Legeros, C.; Freeman, J. "Developing the Woman Manager." Personnel Journal, May 1975.

Kanter, R. M. & Wheatly, M.J. Career Development for Women in Academic Administration: The Role of Training. Cambridge, Massachusetts: Goodmeasure, 1978.

Kilson, M. "The Status of Women in Higher Education." Signs: Journal of Women in Culture and Society. 1976, 1(4), 935-942.

Masters II, R.J. "Management Training for Women: A University Business Office Program." Training and Development Journal, 28, 6, June 1974.

Moore, K.M. "Career Characteristics of Women Administrators in Pennsylvania." A Report to the Pa. Planning Committee of the American Council on Education Office of Women. Center for the Study of Higher Education, The Pennsylvania State University, January, 1979.

Pfiffner, V.T. "Factors Associated with Women in Major Administrative Positions in CACC." NAWDAC 40, Unpublished doctoral dissertation, USC 1972.

Shavlik, D. "Women in Higher Education Adminiatration for discussion by the Federation of Organizations of Professional Women." ACE, October 1975.

Taylor, E. & Shavlik, D. "To Advance Women:A National Identification Program." Educational Record, Winter 1977.

Touchton, J. & Shavlik, D. "Challenging the Assumptions of Leadership: Women ans Men of the Academy." Developing and Evaluating Administrative Leadership. Charles Fisher, ed. New Directions for Higher Education Series, No. 22, San Francisco: Jossey-Bass, 1978.

Van Alystyne, C. & Withers, J. Women and Minorities in Administration of Higher Education Institutions: Employment Patterns and Salary Comparisons. College and University Personnel Association, Washington, D.C., 1977.

Vetter, B. & Babco, E. Professional Women and Minorities. Washington, D.C.: Scientific Manpower Commission, 1976.